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ABSTRACT

Ways to succeed in school and advice on reading books and textbooks are covered in four essays. The analogy of playing the "game of school" and preparing for and playing a sport is developed by Charles I. Brown in two essays. Study activities that are designed to be done before, during, and after class are suggested to help the student maximize school success. Pre-class activities include exploring the subject of the class, reading the first chapter of the required text before the first class, and making a schedule. During-class study activities pertain to student motivation, attitudes, and participation, while post-class activities include review of course material. An essay on reading a book by Peggy O. Stubbs outlines steps that can promote learning before the student has read an entire chapter. These steps include reading the preface, the table of contents, and chapter summaries as an introductory exercise. Finally, the game of reading a textbook is the subject of the final essay by Jean C. Broers. The following phases of game playing are addressed: examining different sections of the text, developing an attitude of interest in the text, and mastering necessary techniques and skills. (SW)

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PLAYING THE GAME OF SCHOOL

Charles I. Brown

and

Associates

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PLAYING THE GAME of SCHOOL

by

CHARLES I. BROWN

and

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PREFACE

Omicron Beta, the local chapter of Kappa Delta Pi - an Honor Society in education, is pleased to bring you the first of many manuscripts (to follow) entitled **Playing the Game of School.** As the Counselor of Omicron Beta and a long-time teacher of Foundations of Education and Human Development at Fayetteville State University, it has been my fortune to study and work alongside all the students and colleagues mentioned in this monograph, in manifold attempts to impart the idea that school and learning is not to be looked upon as a burdensome or onerous venture, but rather that school and learning is in actuality a game. A game, constituted by rules and behaviors, at which all of us can play considerably better.

As the primary author of the two lead essays included in this monograph, I am extremely grateful to **The Voice**, student newspaper of Fayetteville State University, for permission to reprint "Playing the Game of School: An Analogy" and "Playing the Game of School: A Second Analogy." These aforementioned articles appeared in the September 30, 1982 and February 17, 1983 issues respectively of **The Voice**. Special acknowledgments are also extended to Peggy O. Stubbs and Jean C. Broers for the remainder of the essays, which were originally submitted as optional assignments in a Foundations of Education course (1983) and a Human Development course (1984). The manuscript and word processing ably done by Judy Ikard and Owen E. Clark respectively.

Charles I. Brown
Fayetteville State University
March 1, 1984

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PLAYING THE GAME OF SCHOOL: AN ANALOGY

Charles I. Brown*

"All of life is a game" is a proverb that is not heard as often today as in days past, but the wisdom and applicability of the saying is as relevant today as it was upon its first utterance. Nowhere is this more evident than in the "game of school." Achieving success in school has many of the same characteristics as achieving success in any game or sport. School, like any game, has a desired goal, various rules to facilitate play and specific techniques which enable one to play to the best of his ability. There are also superstars in the game of school -- the "A" students; star-players-- the "B" students; and casual players -- the "C" students. Since desired goals of a four-year teacher education program is a job or admission to a reputable graduate school, it is the purpose of this paper to suggest some rules and techniques which will help the superstars, stars and even the casual players to play the game and achieve the desired goal.

One of the most important aspects of game playing is the ability to "fake out" the other players or opponents. The appearance of skill and expertise is often enough to give one player an advantage. Therefore, in the discussion which follows, one basic and underlying rule for "playing the game of school" is the unashamed utilization of duplicity. "Playing the game of school" merely requires that the student act as though he were interested in the subject being taught. Of course, most instructors would prefer that their students were inherently interested in the subject. But if the student does not bring with him a natural interest in the course being taught, then the student should feign an interest by engaging in all the activities necessary to allow him to achieve the highest possible grade. There are few, if any, instructors who would not be willing victims of such a student "con artist." But in playing the game, going through the motions, and acting like an interested student, the student will probably find that he actually is interested and that he is learning more than he ever thought possible. In this sense, the student's duplicitous behavior may result in a self-fulfilling prophecy; that is, if he acts like a good student, people will treat him as if he were a good student and he will in fact become a good student.

Therefore, the following "game plan" will suggest pre-class study activities, during-class study activities, and post-class study activities to maximize the student's success in the "game of school."

Pre-Class Study Activities

Preparation for "playing the game of school" need not wait until the school bell rings and the class commences. Every good game player knows that the warm-up period before any game is as important as the game itself. The player must find out what game is being played, assemble the proper equipment, and learn the rules for the actual event. The following pre-class warm-up activities will help the student get off to the best possible start:

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* This article was assisted by education majors Bettina B. Fisher, Vicki L. Laudenslager, Sandra H. Miller and Kaye C. Tingen

1. The student should have the proper tools for each class; i.e., the dictionary, thesaurus, style manual, notebook, pencil and/or pen, the basal text, etc.

2. The student should begin his learning from the moment he signs up for a course by familiarizing himself with the meaning of the title of the course.

3. The student should get an overview of the subject. This involves finding out what the main parts or subdivisions are and how the subject relates to other subjects. Newspapers, magazines, encyclopedias, and other library materials can be used to facilitate this familiarization process and can also help before the purchase of the basal text(s).

4. The student may choose a book on the same subject from the library, especially if it is one written on an elementary level. The main ideas are stressed even more in these books and they provide a general idea of what is to be covered, the main ideas and how they will be approached in the basal text.

5. After understanding the meaning and title of the course, the student should preview the basal text(s) by reading the preface, introduction, forward and table of contents. These readings will enable him to gain an overall view of the subject to be covered and some of the particulars involved.

6. Next, the student should scan the various chapters of the book, stopping to note items of possible interest.

7. The student should make every effort to read the first chapter of the required text for the course before the first class; this serves a three-fold purpose: (1) it will enable the student to feel he's ahead of the game, which, indeed, he or she will be; (2) it will allow him to make an intelligent contribution to the class on the first day; (3) it will take some of the pressure off him as assignments pile up from each class.

8. When doing preparatory reading before class, the student should restrain the urge to underline. He should use his brain more than his pencil and be selective in underlining.

9. The student should make a schedule which can save him time and energy in studying. A schedule can keep the student from forgetting important things or from constantly having to decide what to do next.

During-Class Study Activities

As the game commences and the student begins to attend the scheduled class, certain "plays," that is, techniques and rules may be employed to increase his effectiveness in the game. Ideally, playing the game of school is easy if the student possesses drive, determination and dedication, in other words "the will to win." However, if one does not naturally possess these attitudes, it is possible to develop them, or at least give the appearance of possessing them. The following is a beginners list of during-class activities, or rules of the game, which will enable the superstar or casual game player to achieve maximum effectiveness at playing "the game of school."

1. Beginning with the very first day and continuing thereafter, the student should come to class wearing an attitude that is conducive to learning and teaching himself. Remember, positive thinking and positive attitudes bring positive results!

2. The best players of the game of school secure a seat in the front of the class, establish eye contact with the instructor and maintain good posture. Even if at first this is a facade, it will produce the desired results.

3. The student should view the teacher primarily as a facilitator of learning and only secondarily as a fountain of knowledge from whom students may passively come to slake their thirst for knowledge. No instructor is there to spoon feed his students or shove it down their throats.

4. The student should "listen with a pencil," i.e., take notes selectively, carefully and accurately. All that is said in class cannot either be written down or memorized. Therefore, the student should write down only the important ideas, not every scrap of information.

5. The student must establish a level of work and set goals at the beginning of the course and continue with them.

6. The best impression possible should be made; students are judged by performance, participation, attitude and willingness to work.

7. The student should make voluntary contributions to the class discussion.

8. Whenever possible, the student should transfer information learned in previous classes to the present class.

Post-Class Activities

After every game is a period of post-game activities. Runners must spend time "cooling down" after a race. Lengthy analysis and rehash often follows other games so that mistakes can be discovered and strengths can be magnified. Many students hold the mistaken idea that once a class is over, their obligation to "playing the game of school" is over. However, a master game-player knows that muscles that are not used will soon atrophy, and that information that is not used will soon be forgotten. Therefore, to minimize the need for relearning, the student should periodically review the information concepts he has already learned. Flexing his mental muscles will maintain their strength. The following thoughts will aid in the pursuit of an education of which the student can be justly proud, and will assure his position as a superstar in "the game of school."

1. Since most college-level courses are introductory in nature, reading and study in the content area of the courses recently completed should be continued periodically if a level of expertise worthy of a master-player of the game of school is to be achieved.

2. Information learned in one class usually can and should be transferred to another.

3. Notes taken in classes completed should be reviewed at timely intervals to refresh the memory. Review should not be something done at test time.

PLAYING THE GAME OF SCHOOL: A SECOND ANALOGY

Charles I. Brown*

As some of you may well remember the first article in this series compared Playing the Game of School with Life (**The Voice**, 37:1,6). And in doing, we went as far as condoning a dash of duplicatous behavior, e.g., faking-out the teacher by assuming all of the characteristics of an ideal student in even the most disquieting and/or uninteresting circumstances. In this concluding piece another analogy is made, but this time on a smaller scale. This time the analogy is between preparing for and playing the game of school and preparing for and playing a game of football.

But why, one might ask, is football the analogue and not basketball in this season of the roundball at Fayetteville State University? Well, one answer is that globally, the football season is not quite over yet, but perhaps the truest answer is that not only did time just slip-slide away, I thought it best to have this paper critiqued by colleagues Ralph Burns (Physical Education) and Izola Young (Humanities) for inaccuracies. So it has been until now that this paper was ridded of all errors of comparison and all, save a few, of my favorite errors of syntax, the analogy between school life and football awaits your reading and comment.

School and football, or for that matter games in general, appear at first glance to be fastly different. School as generally thought of is primarily for the purpose of developing a student's mental abilities, e.g., intellectual, perceptual, etc. Moreover, school is most ordinarily viewed as an undertaking that requires a serious approach and much diligence and hard work on the part of its participants. On the other hand popular opinion would have us believe that games of ball are at the other end of the spectrum from academic activities.

Games such as football are primarily considered physical activities for the sole purpose of fun and recreation. Indeed, most people feel that games are for leisure and are not to be viewed as serious endeavors. Conversely, they feel that school is serious and requires a mental alertness while large-muscle games and sports are purely physical and void of cognition. The foregoing is a brief of the view held by those who have looked at the large-muscle games of football and the mental exercises attendant to school in only a superficial manner and see them as being so totally different that they are beyond the pale of comparability. But upon taking a closer look, we will see that in many ways school and football are, indeed, very much alike.

The first area in which similarities between school and football may be discerned is in the preparation for each. In football there are many preparations which must be made prior to the actual game. Initially, the players must start ahead of time to insure good physical conditioning in order to be ready to play the game itself. Not only must the player be in excellent physical condition, they must also be ready to meet the mental challenge of the game of football. They must also be emotionally ready to play by exhibiting the will to win, the desire to do their best, and to give maximum effort on the field at all times. Coaches also have

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* This article was assisted to its present state by Stuart Walters, undergraduate Mathematics major, and colleagues Ralph E. Burns (Physical Education) and Izola Young (English).

a part to play in game preparations as they must make a game play and plays based upon films of the opposition and upon games they have been able to observe. The coaches must also communicate all of their plans and plays to the players in order to get them psyched up for the game. The game field itself must be readied for play. The grass has to be cut, chalk lines marked, the grandstands and bleacher cleaned, tickets printed, and concessions stocked. The community must be informed of the scheduled game so that they can buy their tickets and make their plans to be at the game. Through buying tickets and concessions, the community also pays the bills that make the game possible. It takes many outsiders other than the players and coaches to make the game a reality. But what is more, all of the mentioned people and their duties are necessary in order for the game to be played successfully, and all of this must be done before a minute of the actual game can be played.

Similar to the preparations that precede the playing of a game of football are the preparations that must precede playing the game of school. In the latter case students must be physically fit for school by getting enough rest, maintaining a proper diet, and by being protected and supported by their parents and families. In addition to being mentally prepared when they come to school, students must also have the necessary background for each course that they take, and must be at the instructional level of that particular course. For example, if a student has deficiencies in mathematics he should not enroll in geometry before he becomes proficient in basic math. The student must also be emotionally ready and motivated and have a desire to learn and be successful in school in that motivation is a key factor of learning. Students must be counseled regarding the purposes of school in order that they may realize the need to learn and achieve subsequent success.

Just as the field and ball park must be prepared, so must the school itself be prepared to receive the students. The classrooms must be well furnished, heated and/or cooled, and lend themselves to maximized learning atmosphere. Teachers just as coaches, must be well trained and must have access to all the necessary supplies and materials conducive to the highest level of qualitative instruction. Just as football games and teams need plenty of external influences to make them possible, the school also needs external influences to make them function properly. Schools need financial help from the community in the form of taxes and gifts to keep their wheels turning. Schools not only need monies from people to help them function, they also need the metaphysical (emotional, intellectual, moral, etc.) support of the community to accomplish the school's goals. We can see then, that just as there is an great deal of preparation needed to play a football game, much preparation is also needed for teaching and learning.

After all of the preparation has been made for a football game, everybody is ready to play. All of the buildup, that occurs before, quickly becomes secondary, and the game itself becomes the focal point. The game itself will use all of the energy the players and coaches have at their disposal. The game itself will require each player to give his all, both mentally and physically, if they are to be successful. If the players have not prepared themselves in both of these areas, it will emerge during the game and will lead to their lack of success. Moreover, players and coaches must rely on past experiences and current scouting reports since each game is a new experience and must be viewed as such. The game itself is a test of experience and preparation, and each opportunity must be seized immediately since there are very few second chances to win in a football game.

In school, all of the preparation made by the students, the public, and the good and positive learning experience must be manifested within the class by the students. When the school bell rings and the class begins, the student must realize it is the time to perform, the time to work, and the time to learn; procrastination, on the other hand, is to be avoided at all costs if he expects to be successful in school. Once in the classroom the student must give his all toward the task at hand in order to win. If either the student or teacher take it easy in the classroom, educational disaster is imminent and they are sure to lose. Each day in school is a new game and the student must perform each day or he will not be totally successful in the whole pprojram. Each lesson in school each day is a new game for the student that he must win now, for tomorrow is a new day, a new lesson and a new game.

What happens after the game when the final gun has sounded? Experience becomes the key word for what happens after a game is over. The game itself becomes an added experience to the players', coaches', and fans' storehouse of lifetime experiences. Like any experience, something must be learned from the game if it is to have meaning for those involved. The players must realize their strengths, weaknesses, pluses, and minuses in order to see what they do well and where work is needed in order to improve themselves so that they will be more successful next time. The coaches must evaluate themselves and decide what they did to contribute to the success or failure of that particular game, and they must also decide how they can change and improve their performances to contribute to the success of the next game including fans, custodians, vendors, and ticket sellers must decide how they can improve. All persons involved must use the game as a learning experience and as a bridge to better success in the next game. This same strategy is true for those involved with schools. Once a class or school year is over it too becomes part of life's experiences to be learned from, and used to improve performances during the next school experience. The student and teachers must examine their performances to see how they can improve in order to learn and benefit in the next school activity. Administrators, board of education members, and taxpayers must also decide what they can do to improve their schools so that the students who attend them will have the best education possible.

Having reached the concluding portion of this analogy, we have shown that despite the many superficial differences between preparing for and playing the game of school and preparing for and playing a game of football, there are many parallels that can be drawn between the two activities to help us better understand each of them. Which in truth, is really the key function of using analogies; to compare two seemingly diverse elements of life or society. By drawing parallels and comparisons between the two, we are enabled to see one or both more clearly and our understanding of a once cloudy subject can be deepened more than we had ever hoped or expected. - So whad-da-ya-say gang, let's get in there and really play school this semester the way it should be played.

Peggy O. Stubbs*

If I were to ask, "Do you know how to read a book?", I could expect, in response, to get some very strange looks and to hear remarks such as, "Are you crazy? Of course, I know how to read a book. How do you think I made it in school this far!" Now, let me rhetorically ask, How do you read a book? Do you read a book by beginning at the beginning and continuing until you come to the end as suggested by the White King in Lewis Caroll's novel, **Through the Looking Glass?** Or are you a practitioner of the Evelyn Woods' speed reading method when reading a book? Or do you believe as does Mortimer J. Adler that there is only one way to read a book -- and that is as if it were a love letter? Each of us at one time or another has been the recipient of a love letter, which as you may recall, was more than carefully read. In other words, when love letters are read the reader quite consciously immerses himself in the reading, scrutinizing everything. This type of self-involvement in reading so that nothing associated with the letter is missed, includes the reading of notations such as the punctuations used, and words underscored through a reading of the margins and the postscripts, to an interpretive reading between the lines. -- I should lastly note that love letters are read over and over and over until all of the information and meaning in the love letter has been extracted.

In follow-up of the above introductory, I am sure that no student-reader of this paper will fail to guess the main import of this essay will be on the encouragement of an attitude and habit of reading a textbook with the scrutiny and self-involvement as if it were a love letter. To gain the skills that are necessary to read a text in this manner, the student might first turn to a host of "how-to" books, such as **Study Skills: A Student Guide to Survival** by Robert A. Carman and W. Royce Adams Jr. Carman and Adams advise that when initially reading a textbook, use should be made of the following steps:

1. Reading the preface and the introduction.
2. Reading the table of contents.
3. Looking at the visual aids in the book, such as its pictures, graphs, charts, etc.
4. Reading the summary of each chapter.

The above steps, if followed, will lead to a general sense of what the textbook is about, and to recognition as being a good student. So, if you like the recognition - immediate and long-range - that goes along with being a good student, for quickest and best results, you'll have to combine all of the previously mentioned reading approaches into what I will call the CIB reading approach. (Just try and guess whose initials these are!) The following steps for reading a text, as advocated by Dr. C. I. Brown, will not only stimulate your mind to think, to use your creative imagination, to be skeptical of what you read and thereby raise interesting and provocative questions, but, most importantly, to gain an understanding of the material or textbook being read.

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*At the time of this writing, contributor Peggy O. Stubbs was a junior-level Education-Science major.

1. Look at the cover of your book. Ask yourself the following questions:

   a. What do the colors mean?

   b. What do the words of the title say to me?

   c. What do any other words that may be present imply?

      (1) Who is the author?

      (2) Where is he from?

      (3) What are his credentials?

   d. If present, what do the pictures or objects represent?

2. Read the title page. Some of your questions that were raised while looking at the cover can be answered here, especially those about the author or authors.

3. Read the preface to find out why the book was written, what the book is generally about, how the material is presented, and who helped in the overall formation of the book. A reader can usually "pick-up" on the personality of the author also.

4. Read the table of contents. You will be surprised at how much you can learn by focusing on the subdivisions of any heading. Your eyes may fall on a subject that sparks an interest immediately.

5. Read the prologue or the introduction of each chapter.

6. Read the summary of each chapter.

(Now you are really getting acquainted with your book! Let us continue.)

7. Look at the in-chapter aids. Ask yourself questions as you look at the pictures, the figures, the tables, the profiles, or any other pedagogical devices that may be included in each chapter. Be sure to read the marginal notes that accompany these aids.

8. Look at the end-chapter aids, such as the study guide questions and reference works. Read some of the questions carefully to become motivated to answer them.

9. If your book has a glossary, scan the entry words and read the definitions given for some. You may find a different meaning than what you have always used the word for.

10. Let your eyes roam through the index. Choose several subjects and individuals listed to read about.

Anyone who follows the previous steps will be surprised at the amount of learning that has taken place before he has actually read an entire chapter. The mind will be more receptive to an understanding of the chapter contents because of the questions, the curiosity, and the exuberant excitement that have been produced while becoming acquainted with the book. But you are still not ready to indulge yourself with all of the information in each chapter. Speed read the hapter contents only after reading the summary for each. Hopefully your interest will be at its highest peak by now, and you can proceed to read each page just as you were reading to become acquainted with the textbook -- as though it were a love letter. Devour every word, every phrase; find the answers you are seeking; satisfy your curiosity; and stay excited -- excited because you are understanding.

Take the challenge to not only learn the facts, but to learn of their significance. Memorizing facts is taking the easy way out -- right out of an education. We are each going into a profession that requires continuous learning and understanding because of the constant changes taking place in our society. Instead of living by the motto to keep up with the Joneses, we must live to "keep up with the times," and I find the CIB Reading Approach to be the most effective method for me to do so.

CIBBAGE: The Game of Reading a Textbook 10

Jean C. Broers*

Anyone who has ever won at cribbage or lost at bridge knows that games, in addition to being "fun", can be taken very seriously. By the same token, most of us know that many non-gaming activities -- in the home, at work, or at school -- can be better understood if we view them as disguised games, with rules, rewards, and carefully plotted strategies for winning and losing. Against this background, let us look at a way that games can be used, not just for themselves or for pleasure, but to instruct, inform and educate us all by combining the frolicsome and emotional freedom of active play with the crackling precision of abstract thought. Through the application of some rather "tried-and-true' techniques to the task of reading a textbook, we can try some of these strategies within the imaginative world of a game.

In reading a textbook, we can choose to play a winning game or a losing game. Before we select a style of play, let us consider the word "**GAME**" as an acronym, using each letter of the word to predict the outcome of winning or losing. First, to play a winning "GAME," we can use a method involving **G**oal-setting, **A**ttitude, **M**astering the play, and finally **E**ffectiveness. On the other hand, to play a predictably losing game might involve **G**ambling, **A**pathy, **M**aking-do, resulting in **E**rror. My first step is to devise the game; to do this, I shall mainly consider the "win criteria" for the game and combine it with Dr. Brown's pedagogical techniques for reading a textbook. While the student is the player, Dr. Brown's role will be that of director-referee-coach. Textbooks read under the guidance and with the help of teachers involves not only telling the players what to do, but showing them, and helping them to go through the motions of play. The coach ensures that the players are aware of the rules of behavior or discipline which must be observed if they are to enjoy the interaction of the game. Breaking these rules will inevitably end the game for them.

Let us now look at the first step of playing to win: Goal-setting. One of the foremost goals in reading a textbook is to gain knowledge and insight of the subject matter; but even more important is the aim to develop an art of reading for understanding, not just information. Most of us thought we knew how to read a textbook before we started this course. We have discovered that the normal individual has to be trained; we may have been born with the ability to learn to read, but we are not born with the art -- it must be cultivated. Any art or skill is acquired by those who are able to form the habit of operating according to the rules.

Learning these rules is the first phase of game playing. Our coach, Dr. Brown, has laid down the necessary groundwork of rules for operation. He has asked us to first examine the text in the following manner: (1) Cover; (2) Title Page; (3) the Dedication; (4) Preface; (5) Table of Contents; (6) Glossary; and (7) Indexes, Name and Subject. The Cover serves as the first overview of the game which lies ahead of us. The Title Page names the sport. The Dedication established

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*At the time of this writing, contributor Jean C. Broers, was a junior-level Education English major. CIBBAGE, is of course, a play on the word and/or game of cribbage.

the value of the play; if it is worth writing about, it is worth reading. The Preface is the second overview of the game and lays down some of the purposes for participating. The Table of Contents serves as a third overview and factually outlines the objectives. The Glossary allows us to efficiently allocate our resource of time by saving us a trip to the dictionary. The Indexes will allow us to use the concepts and contributions of this particular game as a future reference.

Upon following these basic steps or rules of the CIB method of reading, the player has completed the first major phase of competition: realizing the **goals** of the game by becoming familiar with its design and preparing to play. These basic elements of the text have given the student a general idea of the theories of the game and how to predict winning results. The student or player should now have a pretty good idea of the layout and sequence of action in the course of play.

The second major phase of playing a winning game is **Attitude.** I am referring to a responsible attitude which is displayed by a willingness to practice, a motivation to compete, and a true desire to win or come out on top. In learning reading skills, a good student or player has to be willing to take advice from his coach and follow the rules. A player will get no further than he is willing to take himself. The level of skill which one achieves is the factor which individualizes the player as either a valuable or dispensable member of the team. It is through practice that one develops good reading habits or skills. In regard to motivation, just the likening of reading a text to a game turns out to be an effective motivational factor. First, it organizes the rules of operation for us, helps us to set our goals, and allows us to begin to see the rewards early in the game. One of the most motivating aspects of this game process is that we will be able to express competitively and meaningfully what we have learned, rather than just regurgitating factual information on an examination. And finally, in the phase of Attitude, it has been demonstrated time and time again that a true desire to win is half the battle.

This leads us to the third phase of gaming the reading of a textbook: **Mastering** the play. Having set our goals, reviewed the rules, and realized the importance of a healthy attitude, we are now better prepared to master the techniques and skills of winning. As we have already been advised the first skill which must be mastered lies in the Cover to Index sequence of becoming acquainted with the text. The subsequent skill according to the CIB reading method insists on a more intense involvement on the part of the student in the actual play or action of the game. Having acquainted ourselves with the structure of the layout of the book, we can now work towards a deeper cognizance of the subject matter by looking at the three major components of the fundamental text: the Pre-Chapter Aids, the In-Chapter Aids and the End-Chapter Aids. Pre-Chapter Aids include an overview of the subject matter in the form of a chapter outline and a prologue containing the declared purposes of this segment of the text. Within the category of In-Chapter Aids, the authors have utilized thumb nail sketches, tables, figures and photographs etc. These self-help devices give us some clear-cut evidence upon which we may form some of our own opinions and put our intuitive thinking process to work. The End-Chapter Aids are comprised of a summary of the chapter, related questions to the subject matter, and a bibliography of the resources which have been used. We now have a much clearer picture of our opponent: A source of knowledge about theories, principles and concepts which up to now we had not conquered. We have a very sequential and logical idea of what we are up against and can begin to apply the techniques of devouring the more detailed and intrinsic knowledge with the chapters, bit-by-bit.

The fourth and final phase of winning the game is **Effectiveness**, or determining whether or not we have produced the desired effect. This scoring process involves both the student-player and the teacher-coach. Both learn by observing the results of the game. Who won or lost? Who played realistically or unrealistically? Evaluating the effectiveness of the game requires a clear understanding of the "win criteria," the penalties for violations of the rules, and the overall game objectives. The final scoring is merely an indication of effectiveness. It is not just assessing point values but determining the effectiveness of the process as well as the outcome. The player who makes many effective decisions and scores high has demonstrated operationally his comprehension of the process. The winner of the game is the student whose understanding has been most complete. The teacher-coach heads up the post-game analysis; this should be a structured, directed discussion of the limitations and insights offered by the game and of the performance of the players in both representing and solving their problems effectively. The teacher-coach must determine whether or not the players realized their goals, exercised an attitude of genuine interest, mastered the techniques of the game, and demonstrated a high level of effectiveness in understanding the basic concepts of the textbook.

Having used the CIB approach to reading a textbook, and realizing its effectiveness as a wholistic procedure, I doubt that any one of us will ever pick up a text again and immediately begin reading the chapter material. Why set your mind on losing the game from the very beginning by employing a no-win method that involves Gambling, Apathy, Making-do, and inevitably resulting in a serious Error? Knowing how to read, and learning through books, is the necessary groundwork for educational thinking. The game of employing the CIB method in reading a text serves as a creative as well as an analytic approach provided we set our Goals, maintain a healthy Attitude, Master the techniques of winning, and evaluate the Effectiveness of play. Game learning is fun and what have you got against making it fun to learn?